



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P2

2019

MARKS: 70

TIME: 2 hours

This question paper consists of 24 pages.

INSTRUCTIONS AND INFORMATION

Read this page carefully before you begin to answer the questions.

1. Do NOT attempt to read the entire question paper. Consult the table of contents on the next page and mark the numbers of the questions set on the texts you have studied. Read THESE questions carefully and answer as per the instructions.

2. This question paper consists of FOUR sections:

SECTION A: Novel (35)

SECTION B: Drama (35)

SECTION C: Short stories (35)

SECTION D: Poetry (35)

3. Answer TWO QUESTIONS in total, ONE question each from ANY TWO sections.

SECTION A: NOVEL

Answer the question on the novel you have studied.

SECTION B: DRAMA

Answer the question on the drama you have studied.

SECTION C: SHORT STORIES

Answer the questions set on BOTH short stories.

SECTION D: POETRY

Answer the questions set on BOTH poems.

4. Use the checklist to assist you.

5. Follow the instructions at the beginning of each section carefully.

6. Number the answers correctly according to the numbering system used in this question paper.

7. Start EACH section on a NEW page.

8. Suggested time management: Spend approximately 60 minutes on each section.

9. Write neatly and legibly.

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Answer the questions set on BOTH poems.		
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CHECKLIST**NOTE:**

- Answer questions from ANY TWO sections.
- Tick (✓) the sections you have answered.

SECTIONS	QUESTION NUMBERS	NO. OF QUESTIONS TO ANSWER	TICK (✓)
A: Novel	1–2	1	
B: Drama	3–4	1	
C: Short stories	5	1	
D: Poetry	6	1	

NOTE: Ensure that you have answered questions on TWO sections only.

SECTION A: NOVEL

In this section, there are questions set on the following novels:

- *CRY, THE BELOVED COUNTRY* by Alan Paton
- *STRANGE CASE OF DR JEKYLL AND MR HYDE* by Robert Louis Stevenson

Answer ALL the questions on the novel that you have studied.

QUESTION 1: *CRY, THE BELOVED COUNTRY*

Read the extracts from the novel below and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 1.1 AND QUESTION 1.2.

1.1 EXTRACT A

[Stephen Kumalo undertakes the journey to Johannesburg.]

It is always so, he said, as if to himself, but in truth to the people. – I thank you for him, umfundisi.	
The train whistled and jerked. Kumalo was nearly thrown off his feet. It would be safer, more dignified to take his seat.	
– Stay well, my friend.	5
– Go well, umfundisi.	
He went to his seat, and people looked at him with interest and respect, at the man who went so often to Johannesburg. The train gathered way, to creep along the ridges of the hills, to hang over steep valleys, to pass the bracken and the flowers, to enter the darkness of the wattle plantations, past Stainton, down into Ixopo.	10
The journey had begun. And now the fear back again, the fear of the unknown, the fear of the great city where boys were killed crossing the street, the fear of Gertrude's sickness. Deep down the fear for his son. Deep down the fear of a man who lives in a world not made for him, whose own world is slipping away, dying, being destroyed, beyond any recall.	15
Already the knees are weak of the man who a moment since had shown his little vanity, told his little lie, before these respectful people.	
The humble man reached in his pocket for his sacred book, and began to read. It was this world alone that was certain.	20
[Book One, Chapter 3]	

- 1.1.1 Choose a description from COLUMN B that matches the word in COLUMN A. Write only the letter (A–E) next to the question number (1.1.1(a) to 1.1.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Mrs Lithebe	A witnesses the robbery and murder of Arthur Jarvis.
(b) Matthew Kumalo	B teaches the Ndotsheni people better farming methods.
(c) Arthur Jarvis	C offers Stephen Kumalo a room in Johannesburg.
(d) Napoleon Letsitsi	D denies being an accomplice to Arthur's murder.
	E opponent of South Africa's racial injustices.

(4 x 1)

(4)

- 1.1.2 Why is the following statement FALSE?

Stephen Kumalo often goes to Johannesburg.

(1)

- 1.1.3 Refer to lines 8–11 ('The train gathered ... down into Ixopo').

(a) Identify the figure of speech in 'to creep along the ridges of the hills'.

(1)

(b) Explain why this figure of speech is suitable.

(2)

- 1.1.4 Explain the meaning of 'Deep down the ...beyond any recall' (lines 14–16).

(2)

- 1.1.5 Why does Stephen Kumalo feel that 'It was this ... that was certain' (line 20)?

(2)

- 1.1.6 One of the themes in the novel, *Cry, the Beloved Country*, is fear.

Discuss this theme.

(3)

- 1.1.7 Is John Kumalo justified in trying to protect Matthew Kumalo?

Discuss your view.

(3)

1.2 **EXTRACT B**

[Stephen Kumalo is alone on the mountain.]

Do tears come into his eyes, and does he wipe them away, and stand up like a man? Does he say, I will not eat any food, I will pray? Is Msimangu there with him, or Father Vincent, or some other priest whose duty it is, to comfort and strengthen him, for he is afraid of the hanging? Does he repent him, or is there only room for his fear? Is there nothing that can be done now, is there not an angel that comes there and cries, This is for God not for man, come child, come with me? 5

He looked out of his clouded eyes at the faint steady lightening in the east. But he calmed himself, and took out the heavy maize cakes and the tea, and put them upon a stone. And he gave thanks, and broke the cakes and ate them, and drank of the tea. Then he gave himself over to deep and earnest prayer, and after each petition he raised his eyes and looked to the east. And the east lightened and lightened, till he knew that the time was not far off. 10

And when he expected it, he rose to his feet and took off his hat and laid it down on the earth, and clasped his hands before him. And while he stood there the sun rose in the east. 15

[Book Three, Chapter 7]

1.2.1 Refer to lines 1–2 ('Do tears come ... I will pray?').

(a) To whom does 'he' refer in these lines? (1)

(b) Why does Stephen Kumalo's wife not accompany him when he goes to the mountain? (2)

(c) Mrs Kumalo does not accompany Stephen Kumalo to the mountain.

Explain what this reveals about her character. (2)

1.2.2 What role does Msimangu play in Kumalo's life? State TWO points. (2)

1.2.3 Refer to lines 4–5 ('Does he repent ...for his fear?').

(a) What tone of voice does Kumalo use in these lines? (1)

(b) Explain why this tone is appropriate. (1)

1.2.4 Using your OWN words, explain what is meant by 'He looked out ... in the east' (lines 8–9). (2)

- 1.2.5 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (1.2.5) in
the ANSWER BOOK.

The word 'petition', as used in line 12, means ...

- A request.
- B answer.
- C exclamation.
- D insult. (1)

- 1.2.6 Refer to the extract.

State TWO actions which prove that Kumalo is devoted to his faith. (2)

- 1.2.7 Is Stephen Kumalo justified in hoping for a miracle at this point
in the novel?

Discuss your view. (3)
[35]

QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

Read the extracts from the novel below and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 2.1 AND QUESTION 2.2.

2.1 EXTRACT C

[Mr Utterson accompanies the police to investigate the murder of Sir Carew]

This was the home of Henry Jekyll's favourite; of a man who was heir to a quarter of a million sterling.

An ivory-faced and silvery-haired old woman opened the door. She had an evil face, smoothed by hypocrisy; but her manners were excellent. Yes, she said, this was Mr. Hyde's, but he was not at home; he had been in that night very late, but had gone away again in less than an hour; there was nothing strange in that; his habits were very irregular, and he was often absent; for instance, it was nearly two months since she had seen him till yesterday.

'Very well then, we wish to see his rooms,' said the lawyer; and when the woman began to declare it was impossible, 'I had better tell you who this person is,' he added. 'This is Inspector Newcomen of Scotland Yard.'

A flash of odious joy appeared upon the woman's face. 'Ah!' said she, 'he is in trouble! What has he done?'

Mr Utterson and the inspector exchanged glances. 'He don't seem a very popular character,' observed the latter. 'And now, my good woman, just let me and this gentleman have a look about us.'

[The Carew murder case.]

2.1.1 Choose a description from COLUMN B that matches the word in COLUMN A. Write only the letter (A–E) next to the question number (2.1.1(a) to 2.1.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Utterson	A doctor
(b) Carew	B butler
(c) Lanyon	C lawyer
(d) Poole	D politician
	E inspector

(4 x 1)

(4)

- 2.1.2 Why is the man referred to in line 1 described as Dr Jekyll's favourite? (2)
- 2.1.3 Refer to line 3 ('An ivory-faced and ...opened the door').
- (a) Identify the figure of speech used in the underlined words. (1)
- (b) Explain why this figure of speech is suitable. (2)
- 2.1.4 Why are Mr Hyde's habits described as 'very irregular' (line 7)? (2)
- 2.1.5 Refer to lines 13–14 ('Ah! said she ... has he done?').
- (a) Identify the old woman's tone in these lines. (1)
- (b) Explain why this tone is appropriate. (1)
- 2.1.6 Why is the following statement FALSE?
- Mr Hyde is eventually arrested. (1)
- 2.1.7 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (2.1.7) in the ANSWER BOOK.
- Dr Jekyll's experiment is driven by the desire ...
- A for his academic excellence.
B to satisfy his curiosity.
C to harm Dr Lanyon.
D to find Mr Hyde. (1)
- 2.1.8 Mr Utterson has Dr Jekyll's best interest at heart.
- Discuss your view. (3)

AND

2.2 **EXTRACT D**

[Dr Jekyll narrates his strange story.]

I must here speak by theory alone, saying not that which I know, but that which I suppose to be most probable. The evil side of my nature, to which I had now transferred the stamping efficacy, was less robust and less developed than the good which I had just deposed.	
Again, in the course of my life, which had been, after all, nine-tenths a life of effort, virtue, and control, it had been much less exercised and much less exhausted. And hence, as I think, it came about that Edward Hyde was so much smaller, slighter, and younger than Henry Jekyll. Even as good shone upon the countenance of the one, evil was written broadly and plainly on the face of the other.	5 10
Evil besides, (which I must still believe to be the lethal side of man) had left on that body an imprint of deformity and decay. And yet when I looked upon that ugly idol in the glass, I was conscious of no repugnance, rather of a leap of welcome. This too, was myself.	
It seemed natural and human. In my eyes it bore a livelier image of the spirit, it seemed more express and single, than the imperfect and divided countenance I had been hitherto accustomed to call mine. And in so far I was doubtless right. I have observed that when I bore the semblance of Edward Hyde, none could come near to me at first without a visible misgiving of the flesh.	15 20
[Henry Jekyll's full statement of the case]	

- 2.2.1 What is the theory (line 1) that the speaker wants to prove possible? (2)
- 2.2.2 Refer to lines 2–4 ('The evil side ...had just deposed').
Based on your knowledge of the story, name ONE incident in which the speaker's 'evil side' is revealed. (1)
- 2.2.3 Refer to lines 12–17 ('And yet when...to call mine').
(a) How does Dr Jekyll's reaction to the image in the mirror change later in the novel? (2)
(b) Why does Dr Jekyll refer to the image in the mirror as 'it'? (2)
- 2.2.4 Dr Jekyll writes a letter to explain his actions.
Explain what this reveals about his character. (2)
- 2.2.5 What role does Dr Lanyon play in Dr Jekyll's life? State TWO points. (2)
- 2.2.6 One of the themes in the novel, *Strange Case of Dr Jekyll and Mr Hyde*, is logic versus the supernatural.
Discuss this theme. (3)
- 2.2.7 Is society responsible for Dr Jekyll's downfall?
Discuss your view. (3)

[35]**TOTAL SECTION A: 35**

SECTION B: DRAMA

In this section, there are questions set on the following dramas:

- *MACBETH* by William Shakespeare
- *MY CHILDREN! MY AFRICA!* by Athol Fugard

Answer the questions on the drama that you have studied.

QUESTION 3: MACBETH

Read the extracts from the play below and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 3.1 AND QUESTION 3.2.

3.1 EXTRACT E

[Banquo, Macbeth and Lady Macbeth are talking about the banquet.]

	<i>Sennet sounded. Enter Macbeth, as King; Lady Macbeth, as Queen; Lennox, Ross, Lords and Attendants.</i>	
MACBETH:	Here's our chief guest.	
LADY M:	If he had been forgotten, It had been as a gap in our great feast, And all-thing unbecoming.	5
MACBETH:	Tonight we hold a solemn supper, sir, And I'll request your presence.	
BANQUO:	Let your highness Command upon me, to the which my duties Are with a most indissoluble tie For ever knit.	10
MACBETH:	Ride you this afternoon?	
BANQUO:	Ay, my good lord.	
MACBETH:	We should have else desired your good advice, Which still hath been both grave and prosperous, In this day's council; but we'll take tomorrow. Is't far you ride?	15
BANQUO:	As far, my lord, as will fill up the time 'Twi'th this and supper. Go not my horse the better, I must become a borrower of the night For a dark hour or twain.	20
MACBETH:	Fail not our feast.	
BANQUO:	My lord, I will not.	
MACBETH:	We hear our bloody cousins are bestowed In England and in Ireland, not confessing Their cruel parricide, filling their hearers With strange invention; but of that tomorrow, When therewithal we shall have cause of state Craving us jointly. Hie you to horse, adieu, Till you return at night. Goes Fleance with you?	25 30
		[Act 3 Scene 1]

- 3.1.1 Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–E) next to the question number (3.1.1(a) to 3.1.1(d)) in the ANSWER BOOK.

COLUMN A		COLUMN B	
(a)	Scone	A	Duncan is buried here.
(b)	Colmekill	B	Macbeth is murdered here.
(c)	Dunsinane	C	Duncan is murdered here.
(d)	Inverness	D	Banquo is murdered here
		E	Macbeth is crowned here.

(4 x 1) (4)

- 3.1.2 Explain how Macbeth becomes the King of Scotland. (2)

- 3.1.3 Refer to line 13 ('Ride you this afternoon?').

Why does Macbeth ask Banquo details about his plans to travel? (2)

- 3.1.4 Refer to lines 23–24 ('Fail not our ... I will not').

Explain the irony of Banquo's words. (2)

- 3.1.5 What does Macbeth mean by 'filling their hearers/With strange invention' in lines 27 and 28? (1)

- 3.1.6 Explain the change in the relationship between Macbeth and Lady Macbeth at this point in the drama. (2)

- 3.1.7 What does this extract reveal about Banquo's character?

Substantiate your answer. (2)

- 3.1.8 Refer to the drama as a whole. Macbeth should be pitied and not condemned.

Discuss your view. (3)

AND

3.2 **EXTRACT F**

[A scene at Dunsinane.]

MACBETH:	Take thy face hence.	<i>Exit Servant.</i>	
	Seyton! — I am sick at heart, When I behold — Seyton, I say — this push Will cheer me ever, or disseat me now. I have lived long enough, my way of life Is fall'n into the sere, the yellow leaf, And that which should accompany old age, As honour, love, obedience, troops of friends, I must not look to have; but in their stead, Curses, not loud but deep, mouth-honour, breath, Which the poor heart would fain deny, and dare not. Seyton!		5 10
		<i>Enter Seyton.</i>	
SEYTON:	What's your gracious pleasure?		
MACBETH:		What news more?	15
SEYTON:	All is confirmed, my lord, which was reported.		
MACBETH:	I'll fight, till from my bones my flesh be hacked. Give me my armour.		
SEYTON:		'Tis not needed yet.	
MACBETH:	I'll put it on. Send out moe horses, skirr the country round; Hang those that talk of fear. Give me mine armour.	<i>Exit Seyton</i>	20
DOCTOR:	How does your patient, doctor?		
		Not so sick, my lord, As she is troubled with thick-coming fancies, That keep her from her rest.	25
MACBETH:	Cure her of that. Canst thou not minister to a mind diseased, Pluck from the memory a rooted sorrow, Raze out the written troubles of the brain, And with some sweet oblivious antidote Cleanse the stuffed bosom of that perilous stuff Which weighs upon the heart?		30
DOCTOR:		Therein the patient Must minister to himself.	35

[Act 5 Scene 3]

3.2.1 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (3.2.1) in
the ANSWER BOOK.

Seyton is Macbeth's ...

- A close friend.
- B armour bearer.
- C family doctor.
- D military advisor.

(1)

- 3.2.2 Refer to line 6 ('Is fall'n into the sere, the yellow leaf').
- (a) Identify the figure of speech in this line. (1)
- (b) Explain how this figure of speech emphasises Macbeth's feelings at this point in the drama. (2)
- 3.2.3 Why is the following statement FALSE?
- Macbeth's followers remain faithful to him. (1)
- 3.2.4 Refer to lines 17–18 ('I'll fight, till ... me my armour').
- (a) What tone of voice would Macbeth use in these lines? (1)
- (b) Explain why this tone would be appropriate. (1)
- 3.2.5 Using your OWN words, explain the remedy Macbeth wants for Lady Macbeth in this extract. (2)
- 3.2.6 Refer to lines 35–36 ('Therein the patient ... minister to himself').
- If you were the director of this play, what would you tell the doctor to do when saying these lines? State TWO points. (2)
- 3.2.7 One of the themes in the drama, *Macbeth*, is kingship.
- Discuss this theme by referring to Duncan and Malcolm. (3)
- 3.2.8 Consider the drama as a whole. Is Lady Macbeth a victim of her own ambition?
- Discuss your view. (3)

[35]

- 4.1.2 Refer to lines 1–3 ('So there I ... "silly little" idea').
- (a) In the context of the drama as a whole, what is the real cause of Isabel's frustration in these lines? (2)
- (b) To what does the 'silly little' idea refer? (2)
- 4.1.3 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (4.1.3) in the ANSWER BOOK.
- Refer to lines 10–11 ('Anyway, I've cooled ... was like that).
- When Isabel says, 'I've cooled off now', she means that she understands her ... behaviour.
- A principal's
B friend's
C father's
D mother's (1)
- 4.1.4 What do Isabel and the debating team expect in lines 19–20 ('You see, I ... what to expect') when they go to Zolile High School? (2)
- 4.1.5 Why is the following statement FALSE?
Number One Classroom is Mrs Magada's classroom. (1)
- 4.1.6 State why Isabel says, 'I was wrong by a mile' (line 21). (1)
- 4.1.7 Explain what this extract reveals about the relationship Isabel has with her parents. Substantiate your answer. (2)
- 4.1.8 Mr M supports Bantu Education.
Discuss your view. (3)

AND

4.2 **EXTRACT H**

[Thami shares his feelings.]

THAMI:	I don't need to go to university to learn what my people really want is a really strong double-dose of that traditional old Xhosa remedy called 'Inkululeko. Freedom'. So right now I'm not sure what I want to be any more. It's hard, you see, for us 'bright young blacks' to dream about wonderful careers as doctors, or lawyers when we keep waking up in a world which doesn't allow the majority of our people any dreams at all. But to get back to my composition, I did try my best to keep that promise I made in it. For a long time ...	5
	Standard Three, Standard Four, Standard Five ... I did work very hard and I did get good marks in all my subjects. This 'most particularly promising pupil' made a lot of teachers very happy.	10
	I'm sorry to say but I can't do it any more. I have tried very hard, believe me, but it is not as simple and easy as it used to be to sit behind that desk and listen to the teacher. That little world of the classroom where I used to be happy, where they used to pat me on the head and say: Little Thami, you'll go far ... that little room of wonderful promises, where I used to feel so safe has become a place I don't trust any more.	15
[Act 1, Scene 6]		

- 4.2.1 Refer to lines 1–3 ('I don't need ... called "Inkululeko. Freedom" ').
- (a) Identify the figure of speech in these lines. (1)
- (b) Explain the meaning of this figure of speech. (2)
- 4.2.2 Refer to lines 4–7 ('It's hard, you ... dreams at all').
- (a) Identify Thami's tone of voice in 'bright young blacks'. (1)
- (b) Explain why this tone is appropriate. (1)
- (c) If you were the director of this play, what would you tell Thami to do when saying these lines? (2)
- 4.2.3 Refer to lines 9–11 ('I did work ... teachers very happy').
- Explain the irony of Thami's words in these lines. (2)
- 4.2.4 What does this extract reveal about Thami's character? Substantiate your answer. (2)
- 4.2.5 One of the themes in the drama, *My Children! My Africa!*, is privilege versus poverty. Discuss this theme. (3)
- 4.2.6 Do you think it is a good idea that Thami sacrifices his education to fight for freedom? Discuss your view. (3)

[35]**TOTAL SECTION B: 35**

SECTION C: SHORT STORIES

In this section there are questions set on the following short stories:

- 'A CHIP OF GLASS RUBY' by Nadine Gordimer
- 'THE DOLL'S HOUSE' by Katherine Mansfield

QUESTION 5

Read the extracts from the TWO short stories and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 5.1 AND QUESTION 5.2.

5.1 'A CHIP OF GLASS RUBY'**EXTRACT I**

[Late one night in the Bamjee home.]

Jimmy, Pahad's son, appeared at the door with a suitcase; two or three of the girls were behind him. 'Here, Ma, you take my green jersey. I've found your clean blouse.' Bamjee had to keep moving out of their way as they helped their mother to make ready. It was like the preparation for one of the family festivals his wife made such a fuss over; wherever he put himself, they	5
bumped into him. Even the two policemen mumbled, 'Excuse me', and pushed past into the rest of the house to continue their search. They took with them a tome that Nehru had written in prison; it had been bought from a persevering travelling salesman and kept, for years, on the mantelpiece. 'Oh, don't take that, please,' Mrs Bamjee said suddenly, clinging to the arm of the man who had picked it up.	10
The man held it away from her. 'What does it matter, Ma?'	
It was true that no one in the house had ever read it; but she said, 'It's for my children.'	15
'Ma, leave it.' Jimmy, who was squat and plump, looked like a merchant advising a client against a roll of silk she had set her heart on. She went into the bedroom and got dressed.	

5.1.1 Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–E) next to the question number (5.1.1(a) to 5.1.1(d)) in the ANSWER BOOK.

COLUMN A		COLUMN B	
(a)	Mr Bamjee	A	a doctor
(b)	Mr Peterson	B	a businessman
(c)	Mr Patel	C	a lawyer
(d)	Mr Ebrahim	D	a hawker
		E	a teacher

(4 x 1) (4)

- 5.1.2 State why the speaker refers to Jimmy as 'Pahad's son' (line 1). (1)
- 5.1.3 Jimmy offers his mother his green jersey (line 2).
What does this tell us about the Bamjee family? Substantiate your answer. (2)
- 5.1.4 Discuss the irony in lines 4–5 ('It was like ... a fuss over'). (2)
- 5.1.5 Explain why the two policemen 'continue their search' of the house (line 7). (2)
- 5.1.6 Why is the following statement FALSE?
Jimmy is the eldest child. (1)
- 5.1.7 One of the themes in the short story, 'A chip of glass ruby', is discrimination.
Discuss this theme. (3)
- 5.1.8 Do you agree with Mr Khan that Mrs Bamjee is a wonderful woman?
Discuss your view. (3)

AND**5.2 'THE DOLL'S HOUSE'****EXTRACT J**

[Isabel tells her friends about the doll's house.]

<p>It was impossible not to laugh. And her little sister, our Else, wore a long white dress, rather like a nightgown, and a pair of little boy's boots. But whatever our Else wore she would have looked strange. She was a tiny wishbone of a child, with cropped hair and enormous solemn eyes—a little white owl. Nobody had ever seen her smile; she scarcely ever spoke. She went through life holding on to Lil, with a piece of Lil's skirt screwed up in her hand. Where Lil went, our Else followed. In the playground, on the road going to and from school, there was Lil marching in front and our Else holding on behind. Only when she wanted anything, or when she was out of breath, our Else gave Lil a tug, a twitch, and Lil stopped and turned round. The Kelveys never failed to understand each other.</p> <p>Now they hovered at the edge; you couldn't stop them listening. When the little girls turned round and sneered, Lil, as usual, gave her silly, shamefaced smile, but our Else only looked.</p> <p>And Isabel's voice, so very proud, went on telling. The carpet made a great sensation, but so did the beds with real bedclothes, and the stove with an oven door.</p>	<p>5</p> <p>10</p> <p>15</p>
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- 5.2.1 Explain why the other girls are laughing at Lil. (2)
- 5.2.2 Refer to lines 3–5 ('She was a ... scarcely ever spoke').
- (a) What is the physical difference between Lil and Else? (2)
 - (b) Identify the figure of speech in 'a little white owl' (line 4). (1)
 - (c) Explain the suitability of this figure of speech. (2)
 - (d) When is the only time when Else smiles? (1)
- 5.2.3 Refer to line 12 ('Now they hovered ... stop them listening').
- (a) Explain the meaning of, 'they hovered at the edge' in the context of the short story? (1)
 - (b) Why do the Kelvey girls, 'hover at the edge'? (1)
- 5.2.4 Give TWO reasons why Isabel is 'so very proud' (line 15). (2)
- 5.2.5 What do Else's actions reveal about her character in this extract?
Substantiate your answer. (2)
- 5.2.6 In this short story, 'The doll's house', Kezia represents hope against social prejudice.
Discuss your view. (3)

[35]**TOTAL SECTION C: 35**

SECTION D: POETRY

In this section there are questions set on the following poems:

- 'Mid-term break' by Seamus Heaney
- 'Death' by Anonymous

NOTE: Answer the questions set on BOTH poems, i.e. QUESTION 6.1 AND QUESTION 6.2.

6.1 Read the poem carefully and then answer the questions which follow. The number of marks allocated to each question serves as a guide to the expected length of your answer.

Mid-term break – Seamus Heaney

1 I sat all morning in the college sick bay
 2 Counting bells knelling classes to a close.
 3 At two o'clock our neighbours drove me home.
 4 In the porch I met my father crying –
 5 He had always taken funerals in his stride –
 6 And Big Jim Evans saying it was a hard blow.
 7 The baby cooed and laughed and rocked the pram
 8 When I came in, and I was embarrassed
 9 By old men standing up to shake my hand
 10 And tell me they were 'sorry for my trouble'.
 11 Whispers informed strangers I was the eldest,
 12 Away at school, as my mother held my hand
 13 In hers and coughed out angry tearless sighs.
 14 At ten o'clock the ambulance arrived
 15 With the corpse, stanced and bandaged by the nurses.
 16 Next morning I went up into the room. Snowdrops
 17 And candles soothed the bedside; I saw him
 18 For the first time in six weeks. Paler now,
 19 Wearing a poppy bruise on his left temple,
 20 He lay in the four foot box as in his cot.
 21 No gaudy scars, the bumper knocked him clear.
 22 A four foot box, a foot for every year.

6.1.1 Choose a description from COLUMN B, taken from the poem 'Mid-term break', that matches the poetic device in COLUMN A. Write only the letter (A–E) next to the question number (6.1.1(a) to 6.1.1(d)) in the ANSWER BOOK.

COLUMN A		COLUMN B	
(a)	Euphemism	A	'A four foot box'
(b)	Alliteration	B	'as in his cot'
(c)	Personification	C	'sorry for my trouble'
(d)	Simile	D	'candles soothed the bedside'
		E	'the college sick bay'

(4 x 1)

(4)

- 6.1.2 Why is it unusual that the speaker uses the word 'knelling' to announce the closing of classes (line 2)? (1)
- 6.1.3 Give a reason why the neighbours, and not his parents, come to fetch the speaker. (1)
- 6.1.4 In what way is the father's behaviour in stanza 2 and the baby's behaviour in stanza 3 different? (2)
- 6.1.5 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (6.1.5) in the ANSWER BOOK.
- The speaker feels embarrassed (stanzas 3 and 4) because he ...
- A is not at boarding school.
B sees his mother crying bitterly.
C is treated as an adult.
D hears the baby's happy laughter . (1)
- 6.1.6 Refer to 'Wearing a poppy bruise on his left temple,' in line 19.
- (a) Identify the figure of speech. (1)
- (b) Explain the suitability of this figure of speech. (2)
- 6.1.7 Discuss how the theme of mourning is evident in this poem. (3)
- 6.1.8 The speaker shows no emotion about his brother's death.
Discuss your view. (3)

AND

- 6.2 Read the poem carefully and then answer the questions which follow. The number of marks allocated to each question serves as a guide to the expected length of your answer.

Death – Anonymous

1 One night as I lay on my bed,
 2 And sleep on fleeting foot had fled,
 3 Because, no doubt, my mind was heavy
 4 With concern for my last journey:
 5 I got me up and called for water,
 6 That I might wash, and so feel better,
 7 But before I wet my eyes so dim,
 8 There was Death on the bowl's rim.
 9 I went to church that I might pray,
 10 Thinking sure he'd keep away;
 11 But before I got on to my feet,
 12 There sat Death upon my seat.
 13 To my chamber then I hied,
 14 Thinking sure he'd keep outside;
 15 But though I firmly locked the door,
 16 Death came from underneath the floor.
 17 Then to sea I rowed a boat,
 18 Thinking surely Death can't float;
 19 But before I reached the deep,
 20 Death was captain of the ship.

- 6.2.1 Refer to line 2 ('And sleep on ... foot had fled').
 (a) Identify the sound device. (1)
 (b) Explain the suitability of this sound device. (2)
- 6.2.2 Using your OWN words, state why the speaker's 'mind was heavy' (line 3). (1)
- 6.2.3 Give TWO possible meanings of the word 'dim' as used in line 7. (2)
- 6.2.4 Why is the speaker sure that Death will not enter a church (lines 9–10)? (2)
- 6.2.5 Explain the irony of the speaker's action in stanza 4. (2)
- 6.2.6 Explain the figurative meaning of line 20. (2)
- 6.2.7 Why is Death personified throughout the poem? (2)
- 6.2.8 Would you classify the tone of this poem as humorous or solemn? Discuss your view. (3)

[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P2

2019

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 25 pages.

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. These marking guidelines have been finalised at a marking guideline discussion session at DBE at which all provinces were represented. Any omissions or queries should be referred to Chief Markers/Analytical Moderators/Internal Moderators at marking centres. All protocol must be followed.
3. Candidates' responses should be assessed as objectively as possible.

4. MARKING GUIDELINES

- 4.1 A candidate may not answer more than ONE question on the same genre.
- 4.2 If a candidate gives two answers where the first one is incorrect and the next one is correct, mark the first answer and **ignore** the next.
- 4.3 If answers are incorrectly numbered, mark according to the marking guidelines.
- 4.4 If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
- 4.5 If the candidate does not use inverted commas when asked to quote, **do not penalise**.
- 4.6 For open-ended questions, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.
- 4.7 No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

SECTION A: NOVEL

NOTE: Candidates are required to answer ONE question ON THE NOVEL THEY HAVE STUDIED.

QUESTION 1: CRY, THE BELOVED COUNTRY

Candidates are required to answer BOTH questions, i.e. QUESTIONS 1.1 and 1.2.

- 1.1 1.1.1 (a) C/offers Stephen Kumalo a room in Johannesburg. ✓
 (b) D/denies being an accomplice to Arthur's murder. ✓
 (c) E/opponent of South Africa's racial injustices. ✓
 (d) B/teaches the Ndotsheni people better farming methods. ✓ (4)

- 1.1.2 This is Stephen Kumalo's first trip to Johannesburg./Stephen Kumalo has never travelled to Johannesburg. ✓ (1)

- 1.1.3 (a) Personification ✓

OR

- Metaphor ✓ (1)

- (b) The train is given the qualities of a person who moves slowly and carefully ✓ along the edges of the narrow hilltops. ✓

OR

- The movement of the train is compared to the movement of an animal, ✓ slowly moving towards its prey. ✓ (2)

- 1.1.4 Since Kumalo is a rural pastor, he does not live in the modern world/Khumalo is fearful of the urban world where he will not fit in/concerned for his son. ✓ Urbanisation/migration causes the collapse of rural societies/cultural values/religion. ✓ (2)

- 1.1.5 The Bible/Stephen Kumalo's faith ✓ are the only things that provide him with certainty/bring him comfort ✓ (in these troubled times). (2)

- 1.1.6 The discussion of the theme of fear, should include the following points, **among others**:

- Stephen Kumalo embarks on the journey to Johannesburg with a sense of trepidation (he has heard of the violence and killings).
- He has heard of the 'big city' and its effect on rural immigrants, e.g. moral degeneration; life of crime.
- He fears for what might be wrong with Gertude.
- Absalom says he was afraid when he shot Arthur Jarvis and he is also afraid when he is told he will be hanged.
- Gertrude is afraid when her brother, Stephen, discovers what she does for a living.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

1.1.7 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- There is no physical evidence that Matthew was at the scene of the crime.
- It is not Matthew Kumalo, but Absalom who murders Arthur Jarvis.
- As Matthew's father, it is natural that John Kumalo would want to protect his son as the punishment for committing murder is the death penalty.

OR

No.

- Matthew has been an accomplice and should also be punished.
- Matthew has previously been involved in crimes and John condones his criminal behaviour by protecting him.
- John Kumalo uses his money and power to hire a lawyer who succeeds in having Matthew acquitted.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

AND

- 1.2 1.2.1 (a) Absalom (Kumalo)/Stephen Kumalo's son. ✓ (1)
- (b) Kumalo's wife does not want to leave the young, pregnant girl alone ✓ as the baby is almost due. ✓

OR

- She knows ✓ that Kumalo needs to be alone ✓ (when he goes up the mountain). (2)
- (c) Mrs Kumalo is self-sacrificing/empathetic ✓ – She puts the girl's well-being above her sorrow. ✓

OR

She is considerate ✓ – and knows he needs to be alone. ✓ ✓ (2)

- 1.2.2 Reverend Msimangu sends him the letter about Gertrude. ✓
Msimangu finds lodging for Stephen Kumalo at Mrs Lithebe's home. ✓
He gives Kumalo his savings when he decides to forsake all worldly possessions. ✓

NOTE: Accept any TWO of the above or any other relevant responses. (2)

- 1.2.3 (a) Anguish/distress/hopelessness/desperation. ✓ (1)
(b) He agonises about his son's imminent death. ✓ (1)

- 1.2.4 Kumalo is filled with sorrow at the thought of Absalom's execution. ✓ The 'clouded eyes' refer to the tears welling up ✓ (and the inability to see with clarity the imminent sunrise).

OR

The 'clouded eyes' refer to the tears welling up ✓ and the rising sun symbolises a new beginning/hope for Kumalo. ✓ (2)

- 1.2.5 A/request. ✓ (1)

- 1.2.6 Kumalo clasps his hands. ✓
Kumalo stands while praying. ✓
Kumalo raises his eyes. ✓
Kumalo takes off his hat (as a form of respect). ✓
Kumalo prays before he eats. ✓
✓

NOTE: Accept any TWO of the above. (2)

- 1.2.7 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- Absalom is Kumalo's only child so he would, in all probability, hope that Absalom will not be executed.
- Absalom admits that he fired the weapon in fear and that the murder was not premeditated.
- He now has a wife and an unborn child and surely those factors could be taken into consideration.
- The fact that Absalom shows remorse for his deed could count as a mitigating factor.
- Stephen believes that God, and not Man, can/should take a life.

OR

No.

- Absalom is the one who fires the shot that kills Arthur Jarvis.
- Before the murder Absalom is involved in various petty crimes.
- Absalom had numerous opportunities to mend his ways (his stay at the reformatory) but preferred a life of crime instead.
- Absalom does not hand himself over to the police therefore Stephen cannot expect anything other than the death penalty.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel.

(3)
[35]

QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

Candidates are required to answer **BOTH** questions, i.e. **QUESTIONS 2.1 and 2.2.**

- 2.1 2.1.1 (a) C/lawyer. ✓
 (b) D/politician. ✓
 (c) A/doctor. ✓
 (d) B/butler. ✓ (4)
- 2.1.2 Mr Hyde is the heir ✓ to Dr Jekyll's fortune/million sterling/estate. ✓
- OR**
- Mr Hyde has free access (a key) to Dr Jekyll's house ✓ and the servants do not question him. ✓ (2)
- 2.1.3 (a) Metaphor ✓ (1)
- (b) The figure of speech emphasises/highlights the colour of the facial complexion/age of the housekeeper, ✓ which is pale/ivory-coloured/off-white/emotionless. ✓ (2)
- 2.1.4 Mr Hyde's dual/double nature, ✓ results in his periodic disappearance/him not being seen on a regular basis when he transforms and takes on the role of Dr Jekyll. ✓ (2)
- 2.1.5 (a) satisfaction/excitement/relief/anticipation ✓ (1)
- (b) The old woman, like everybody else, probably also dislikes Mr Hyde. /When she hears that it is the inspector from Scotland Yard, her response is one of satisfaction that he is finally being investigated. ✓ (1)
- 2.1.6 Mr Hyde is found dead (by Mr Utterson and Poole). ✓ (1)
- 2.1.7 B/to satisfy his curiosity. ✓ (1)
- 2.1.8 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- Mr Utterson is concerned about Dr Jekyll's well-being when he realises there is a change in Dr Jekyll's behaviour.
- He suspects that Mr Hyde is blackmailing Dr Jekyll and decides to investigate the matter.
- Despite the ungracious treatment by Dr Jekyll (refusing to talk to him/slamming the window in his face) Mr Utterson continues to try to communicate with Dr Jekyll.

OR

No.

- Mr Utterson is more curious in solving the mystery of Mr Hyde than he is of helping his friend.
- He suspects that Dr Jekyll is being blackmailed but does not report it.
- He prefers to remain silent even when he suspects Dr Jekyll of being involved in criminal activities (sheltering a murderer/the walking stick).
- He does not put enough effort in trying to convince Dr Jekyll to change his will.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

AND

- 2.2.1 The speaker wants to prove that a human being can have two different personalities; ✓ the one good, the other evil. ✓ (2)
- 2.2.2 Mr Hyde tramples a young girl/kills Sir Carew. ✓ (1)
- 2.2.3 (a) Later, when the potion fails to transform Mr Hyde back to Dr Jekyll, ✓ he is horrified. ✓ (2)
- (b) 'It' makes people sound like animals or less deserving of respect. ✓✓
His appearance is that of a beast suggesting a certain inhumanity. ✓✓
It is not really human. ✓✓
- NOTE:** Accept any ONE of the above. (2)
- 2.2.4 Dr Jekyll is honest ✓ when he admits that he is actually Mr Hyde/liked being Mr Hyde. ✓ (2)
- 2.2.5 Dr Lanyon is a friend of Dr Jekyll. ✓
They are rival scientists. ✓
Dr Lanyon is Dr Jekyll's confidante when he shows him the result of the potion. ✓
- NOTE:** Accept any TWO of the above. (2)
- 2.2.6 The discussion of the theme of logic versus the supernatural, should include the following points, **among others:**
- Mr Hyde is described as 'ape-like', 'something troglodytic' (a caveman). These descriptions suggest that he was primitive; they do not conform to what is rational.
 - The potion that Dr Jekyll uses changes him physically and emotionally; this is linked to the supernatural and is not logical.
 - Scientific experimentation is natural but science should have boundaries in morality and logic and not become supernatural.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

2.2.7 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- Society has a restricting and debilitating effect on Dr Jekyll.
- Whenever Dr Jekyll wants to change into his 'darker side', he seeks isolation from society.
- He wants to maintain his respectable role in the community and cannot give way to his immoral behaviour.
- Enfield and Utterson's philosophy of 'minding their own business', as imposed by society, causes them not to assist Dr Jekyll.

OR

No.

- Society has certain norms and values, but it is up to Dr Jekyll whether he wants to adhere to them.
- Society does not coerce Dr Jekyll into performing the experiment.
- Society does not impose restrictions on Dr Jekyll's movements.
- Although society expects one to mind one's own business, Utterson could have done more to help Dr Jekyll and not be so inclined to preserve/protect Dr Jekyll's moral standing in the community.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

[35]

TOTAL SECTION A: 35

SECTION B: DRAMA

NOTE: Candidates are required to answer ONE question ON THE DRAMA THEY HAVE STUDIED.

QUESTION 3: *MACBETH*

Candidates are required to answer BOTH questions, i.e. QUESTIONS 3.1 and 3.2.

- 3.1 3.1.1 (a) E/Macbeth is crowned here. ✓
(b) A/Duncan is buried here. ✓
(c) B/Macbeth is murdered here. ✓
(d) C/Duncan is murdered here. ✓ (4)
- 3.1.2 Macbeth kills Duncan. ✓ Duncan's sons (Malcolm and Donalbain) flee Scotland which makes Macbeth the next in line to become king./Duncan's successor. ✓ (2)
- 3.1.3 Macbeth intends to have Banquo and Fleance murdered. ✓ He needs to know the exact time and location to provide full details to the murderers. ✓ (2)
- 3.1.4 Banquo promises Macbeth that he will attend the banquet that evening. Little does he (Banquo) know that he will not attend it (but as a ghost). ✓✓ (2)
- NOTE:** BOTH parts should be included to earn the marks. (2)
- 3.1.5 Macbeth implies/suggests that Malcolm and Donalbain are spreading lies. ✓ (1)
- 3.1.6 Earlier, Macbeth would confide in her ✓ but now he excludes her from what he plans to do. ✓ (2)
- 3.1.7 Banquo is loyal. ✓ When Macbeth's requests him to attend the banquet he says he will. ✓

OR

He is trusting. ✓ Even though he is suspicious of Macbeth, he gives him information. ✓

OR

He is gullible/naive. ✓ He believes Macbeth when he says that he relies on Banquo's 'good advice'. ✓

NOTE: Accept any ONE of the above. (2)

3.1.8 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, AMONG OTHERS:

Yes

- When Macbeth is introduced in the play, he has all the qualities that gain him respect in Scotland.
 - Macbeth is fearless. He fights bravely against the rebel forces and he kills Macdonwald, one of the rebel leaders.
 - Macbeth is loyal towards Duncan at the beginning of the play.
 - He is admired by his peers and the king.
 - The only flaw in his character is his ruthless/insatiable ambition to become king.
- He has no intention of committing regicide/killing the king, but the witches and Lady Macbeth put him on his path of destruction that would lead to his downfall.

OR

No

- Macbeth is held in high esteem by King Duncan and the people of Scotland. He does not need to commit regicide to gain more honour.
- He has a mind of his own and does not have to be influenced by Lady Macbeth to kill Duncan. When she refers to him being a coward, he allows his ego, and not common sense, to prevail.
- Even though Macbeth is in line to becoming king, he should realise that Duncan's sons have first priority. He should not let his ambition control his life.
- Macbeth commits all the other atrocities to secure his position as king; including killing innocent women and children. He does not need to be pitied.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama.

(3)

AND

- 3.2.1 B/armour bearer. ✓ (1)
- 3.2.2 (a) Metaphor ✓ (1)
- (b) Macbeth compares his life to leaves which change their colour, become dry and fall from the trees in autumn. ✓
He feels that he is approaching the end of his life. ✓ (2)
- 3.2.3 Macbeth's followers curse him. ✓
They are hypocritical and pay him lip-service. ✓
They would like to deny that they are not loyal to him but do not have the courage to do so. ✓
- NOTE:** Accept any ONE of the above. (1)
- 3.2.4 (a) Assertive/forceful/fearless/self-confident/defiant. ✓ (1)
- (b) Macbeth is a brave soldier who will fight to the end./He relies on the witches' prophecy that he will not be defeated. ✓ (1)
- 3.2.5 The doctor should erase all bad memories ✓ from Lady Macbeth by giving her an antidote to forget. ✓ (2)
- 3.2.6 The doctor should shrug his shoulders. ✓
He should shake his head from side to side. ✓
He should look Macbeth in the eyes/directly at him. ✓
- NOTE:** Accept any TWO of the above or any other relevant actions. (2)
- 3.2.7 The discussion of the theme of kingship, should include the following points, **among others**:
- Duncan is described as gracious and kind. He compliments Lady Macbeth and thanks her for her hospitality.
 - Macbeth speaks of Duncan's goodness and humility. He gives Lady Macbeth a diamond as a token of appreciation.
 - He acknowledges achievement and gives praise where needed. He praises Macbeth and Banquo for their valour on the battlefield.
 - Malcolm, like his father, King Duncan, values loyalty and bravery. He praises young Siward's bravery.
 - Malcolm, like his father, is respectful. He talks about 'noble' young Siward and 'worthy' Macduff'.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama. (3)

3.2.8 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- Lady Macbeth is as ambitious as Macbeth and wants to become queen.
- She wants to be more than just the wife of the Thane of Glamis.
- She realises that Macbeth is too kind-hearted to fulfil his ambition to become king and uses all her power to persuade him to kill Duncan for them to become king and queen.
- Lady Macbeth pursues her goals with great determination. She calls on the evil spirits to assist her in achieving their ambition.
- She will go to any lengths to achieve what she wants. She does not consider the consequences of killing Duncan but thinks about the glory of being queen.

OR

No.

- Lady Macbeth knows that it is Macbeth's ambition to become king and will do anything to assist him to realise that ambition.
- At the banquet she requests the guests to leave. She fears that should Macbeth reveal that something is amiss it could jeopardise his position as king. She is more intent on advancing Macbeth's role to the detriment of her sanity.
- She supports her husband but when Macbeth excludes her from his plans, they become estranged which further leads to her gradual nervous breakdown.
- It is Macbeth's actions, and not her ambition, that finally cause her death.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama.

(3)
[35]

QUESTION 4: MY CHILDREN, MY AFRICA!

Candidates are required to answer BOTH questions, i.e. QUESTIONS 4.1 and 4.2.

- 4.1 4.1.1 (a) E/extrovert, intelligent, feminist
 (b) D/ambitious, respected, bachelor
 (c) B/strong personality, well-spoken, respectful
 (d) A/well-known, motivational, inspector (4)
- 4.1.2 (a) Isabel cannot freely go into the township to visit Thami/to learn more about the Black community✓ because of the apartheid laws.✓ (2)
- (b) It refers to the idea that Mr M wants Isabel and Thami to compete as a team✓in the (Grahamstown) literary quiz.✓ (2)
- 4.1.3 D/mother's✓ (1)
- 4.1.4 They expect the learners to struggle with English✓and that their debating skills would not be that good.✓

OR

The debate will be boring✓ with very little excitement/enthusiasm.✓

OR

She expects the debaters to be more humble/polite✓ and grateful.✓

OR

They underestimate✓ the learners and expect to win the debate (easily).✓ (2)

- 4.1.5 Number One Classroom is the Grade 12/standard 10/Mr M's classroom. (1)

- 4.1.6 She realises that she was completely wrong in her perception of the learners/debating team/learners' debating skills.✓ (1)

- 4.1.7 Isabel has an open relationship with her parents✓ because she feels free to discuss her experiences at Zolile High.✓

OR

She is candid✓ when disagreeing with their views concerning other racial groups.✓ (2)

4.1.8 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- Mr M remains passive throughout the school boycotts.
- He believes that change should be implemented through negotiation and not violence.
- He clings to his 'outdated', autocratic way of teaching in which Thami learns that 'I teach' forms the basis of his teaching. Learners are not given the opportunity to become critical thinkers.
- He is aware of the feelings of the learners but fails to support them in their quest for better education/equal opportunities.

OR

No.

- Mr M believes that education could free them from the bondage of oppression.
- Mr M claims that he has worked to sabotage Bantu Education from within his classroom and that he has been successful therein/has opposed the government's policies on Bantu Education.
- He sees Thami as proof of his success and that he has liberated his mind.
- He creates opportunities like the debate across the colour line in an effort to improve their education.
- He enters Thami in the Grahamstown literary quiz competition – his ultimate aim being that Thami could gain a bursary – another effort to sabotage Bantu Education.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama. (3)

AND

- 4.2.1 (a) Metaphor.✓ (1)
- (b) Thami compares freedom to medicine✓ that black people need to get in order to be healed from oppression.✓

OR

It is not bottles of pills and medicine,✓ but freedom that will heal Thami's people.✓ (2)

4.2.2 (a) sarcasm/disillusionment/disappointment/disdain/anger. ✓ (1)

(b) They are considered bright/intelligent but they do not have the freedom to realise their dreams. ✓ (1)

(c) Thami should point towards the audience. ✓
His shoulders should be drooping. ✓
He should roll/turn his eyes. ✓
He should shake his head. ✓
He should smile sarcastically/have a sneer. ✓

NOTE: Accept any TWO of the above or any other relevant actions. (2)

4.2.3 Thami's outstanding academic achievements make his teachers proud and happy. However, the teacher who cares the most about him (Mr M) becomes very unhappy/disillusioned and disappointed in him/Thami is unhappy. ✓✓

OR

Thami does so well at school, yet he is now prepared to throw it all away to join the Struggle. ✓✓

OR

Thami works so hard, yet he does not benefit from his hard work under the system of apartheid.

NOTE: BOTH parts should be included to earn the marks. (2)

4.2.4 Thami is resolute/adamant. ✓ He makes up his mind that he is not going to study further. ✓

OR

He is realistic/open-minded. ✓ He realises that, as a black student, he has no future. ✓

NOTE: Accept any ONE of the above combinations. (2)

4.2.5 The discussion of the theme of privilege versus poverty, should include the following points, **among others**:

- Isabel lives in town and Thami lives in the location with inferior infrastructure, e.g. Auntie lives in a two-roomed house without electricity or running water.
- They are not allowed to live together in the same areas./Racial groups are separated according to apartheid law (the Group Areas Act). Black people do not have the privilege to choose where they want to live. Brakwater is seen as a 'terrible mess'.

- Different educational systems (Bantu vs. White) do not allow equal opportunities for black people to realise their potential. Isabel describes the Number One Classroom, 'as the most bleak, depressing, dingy classroom'. She cannot believe that anybody could study in such an environment.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama.

(3)

4.2.6 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- Thami is no longer a child and can see that not all people in South Africa are treated equally.
- He feels education is not going to benefit him in any case because black people are deprived of good jobs.
- He sees the pain and suffering of his people every day and knows that there is a better life for them.
- He does not accept the inferior education system for black people in South Africa and wants to join those who have stood up to fight apartheid.

OR

No.

- Education is important and Thami should first complete school before joining the struggle.
- Without a good education it will be difficult for him to change his circumstances.
- He is intelligent and hardworking with a bright future ahead of him.
- If the fight for freedom is realised, Thami may be uneducated and without a job.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama.

(3)
[35]**TOTAL SECTION B: 35**

SECTION C: SHORT STORIES**QUESTION 5**

Candidates are required to answer **BOTH** questions, i.e. **QUESTIONS 5.1 AND 5.2**

5.1 'A CHIP OF GLASS RUBY' – Nadine Gordimer

- 5.1.1 (a) D/a hawker✓
 (b) E/a teacher✓
 (c) B/a businessman✓
 (d) C/a lawyer✓ (4)

5.1.2 Jimmy is Mrs Bamjee's son from her first marriage.✓ (1)

5.1.3 The family cares about their mother/one another that is why he offers her something warm to wear.✓

OR

The family is poor✓and they might not have enough jerseys.✓

NOTE: Accept any ONE of the above combinations. (2)

5.1.4 The family prepares for Mrs Bamjee's imprisonment, which is not a happy occasion. Yet it is compared to the preparation of a family festival which is usually a happy occasion.✓✓

NOTE: BOTH parts should be included to earn marks. (2)

5.1.5 The policemen are looking for further evidence✓ which could implicate Mrs Bamjee as a political activist.✓ (2)

5.1.6 Girlie/Fatima is the eldest child./Jimmy is the second eldest (as Girlie/Fatima is the eldest). ✓ (1)

5.1.7 The discussion of the theme of discrimination, should include the following points, **among others**:

- Non-whites are discriminated against.
- Blacks have to carry passes with them.
- The Group Areas Act forces Mr Bamjee's mother to move out of her house in Noordorp.
- Political activists, like Mr Khan, are arrested because they express their concern about political injustices.
- A younger Bamjee, Ahmed, is discriminated against in school. Mr Peterson humiliates him by saying his mother is imprisoned because she wants Indians to be the same as black people.
- Mrs Bamjee is imprisoned as a result of her political activities.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story. (3)

5.1.8 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- Mrs Bamjee goes out of her way to help people in need.
- She loves her family and takes care of them.
- She remains humble despite being visited by prominent people.
- She is not selfish by thinking of the Indians only; she also assists the blacks in their struggle against apartheid.

OR

No.

- Mrs Bamjee defies her husband by distributing political pamphlets.
- She places her political activities above her marriage, aware of the fact that she might be imprisoned and that her family will be left without care.
- After her imprisonment she places further strain on her family by embarking on a hunger strike.

NOTE: Do NOT award a mark for YES or NO. Credit responses responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story. (3)

AND

5.2 'THE DOLL'S HOUSE – Katherine Mansfield

- 5.2.1 The way she is dressed.✓ Her dress is made from a green tablecloth/the sleeves are red and made from curtains/she wears a hat with a large feather.✓

OR

They mock✓her by saying that she will become a servant when she grows up.✓

NOTE: Award one mark for the reason and one mark for the example. (2)

- 5.2.2 (a) Lil is plump/chubby/overweight ✓ while Else is thin/skinny.✓ (2)

(b) Metaphor✓ (1)

(c) Else is a small/tiny girl.✓
She is wearing a white dress.✓
She has big eyes✓ (that resembles an owl).
She has short hair✓ (that resembles an owl).

NOTE: Accept any TWO of the above. (2)

(d) Else smiles after she sees the lamp.✓ (1)

- 5.2.3 (a) The Kelvey girls remain within hearing distance of the other girls/eavesdropping.✓ (1)

(b) They are not accepted by the other girls./They want to hear what the other girls say.✓ (1)

- 5.2.4 Isabel is the eldest and has the first opportunity/is privileged/enjoys the attention✓to tell the other girls about the doll's house.✓ (2)

- 5.2.5 Else is reserved. ✓She seldom speaks/smiles.✓
She lacks self-confidence.✓She always walks behind her sister, holding onto her (the sister's) dress.✓

NOTE: Accept any ONE of the above combinations. (2)

5.2.6 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- Kezia is not prejudiced; she regards the Kelveys as equals.
- She is kind towards the Kelveys and does not humiliate them like the other girls do.
- She talks kindly to the Kelveys and affords them an opportunity to see everything inside the doll house.
- She challenges class distinction by going against her mother's wishes to refrain from talking to the Kelveys.

OR

No.

- Kezia is too young to understand why the Kelveys are considered to be of a lower class.
- She is innocent/young and has not yet been influenced by society or peer pressure.
- She will not be able to continue disobeying her parents by associating with the Kelveys.
- Kezia is the only person who disregards class distinction/ prejudice and as an individual she cannot make a difference: she is one against many.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story.

(3)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY

NOTE: Candidates are required to answer BOTH questions, i.e. QUESTIONS 6.1 AND 6.2.

QUESTION 6**6.1 'MID-TERM BREAK' – SEAMUS HEANEY**

- 6.1 6.1.1 (a) C/'sorry for my trouble'✓
 (b) A/'A four foot box'✓
 (c) D/'candles soothed the bedside'✓
 (d) B/'as in his cot'✓ (4)
- 6.1.2 Knelling is associated with funerals/death (and not with the ringing of a school bell).✓ (1)
- 6.1.3 The speaker's parents are waiting at home for the body of his brother./They are too emotional.✓

OR

The neighbours offer their assistance because the parents are in mourning.

NOTE: Accept any ONE of the above. (1)

- 6.1.4 The father is crying/sad✓ while the baby is laughing/happy. ✓ (2)
- 6.1.5 C/is treated as an adult. ✓ (1)
- 6.1.6 (a) Metaphor ✓ (1)
- (b) The speaker uses this metaphor to indicate that the only scar his brother has is a reddish bruise✓ on the temple resembling a poppy.✓ (2)
- 6.1.7 Accept a relevant response which shows an understanding of the theme of mourning, **among others:**
- The poem shows how death affects neighbours, friends and family during a time of mourning.
 - Neighbours and friends, like Big Jim Evans, show sympathy by visiting the family to express condolences, using euphemisms like, 'sorry for your trouble'.
 - They whisper as a sign of respect where death has occurred.
 - The father mourns the death of his child by crying and showing emotion (which he usually does not do).

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem. (3)

6.1.8 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- It appears that the speaker is detached.
- The event and what he witnesses are related more from an observant point of view than his own experience. He uses words like 'corpse', 'I saw him' and 'going up into the room' but nowhere does he refer to 'my brother'.
- The speaker sees his father crying but he does not show any emotion.
- The speaker focuses on the reaction of the neighbours and his parents but he does not describe his emotions.

OR

No.

- The speaker is still very young (14 years) and does not fully grasp the reality of the situation.
- It is perhaps his first experience with death of a close family member.
- He does not know how to deal with the trauma as he is suddenly treated like an adult by the neighbours.
- The shock of seeing his father crying and the death of his brother might be too overwhelming therefore he does not know how to react.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem. (3)

AND

6.2 **DEATH – ANONYMOUS**

- 6.2.1 (a) Alliteration ✓ (1)
- (b) The repetition of the 'f' sound ✓ emphasises sleep's quick disappearance/ running away/evading the speaker. ✓ (2)
- 6.2.2 The speaker is worried about dying/He thinks about his death. ✓ (1)
- 6.2.3 The speaker is still very tired. ✓
He is close to death/His eyes are blurred by tears because of his sadness/tries to keep awake to avoid death. ✓ (2)
- 6.2.4 A church is supposed to be a place of safety/a sanctuary ✓ and it is there where the speaker thinks he will be protected against Death. ✓ (2)
- 6.2.5 Despite the speaker securely locking his doors he is unable to keep death away/death enters from under the floor. ✓✓ (2)
- NOTE:** BOTH parts should be included to earn marks. (2)
- 6.2.6 It is death who will decide when it is time for the speaker to die. ✓
The speaker has no say in the matter. ✓ (2)
- 6.2.7 Death appears to follow the speaker everywhere ✓ and the subject of death is always on the speaker's mind. ✓ (2)
- 6.2.8 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others:**

Humorous.

- Death is personified and seems to follow the speaker everywhere.
- When the speaker wants to wash his face, Death is sitting on the edge/rim of the washing bowl.
- The places the speaker chooses to hide from death makes it humorous. He goes to church but Death is sitting in his seat.
- The speaker seems to play hide-and-seek with Death but Death finds him every time.

OR

Solemn.

- The speaker appears to be close to death.
- He might fear death because of the uncertainty that awaits him.
- It is natural to avoid death for as long as possible and try to find ways to escape death especially if you are afraid of death like the speaker appears to be.
- Death is a serious/solemn matter as it is the final goodbye to your loved ones.

NOTE: Do NOT award a mark for SOLEMN or HUMOROUS. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem.

(3)
[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70